DOCUMENT RESUME

ED 110 841 CE 004 682

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TITLE Racial Attitudes of One Group of Adult Educators.
PUB DATE 18 Apr 75
NOTE 32p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975)

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Adult Educators; Attitude Tests; Discriminatory Attitudes (Social); *Extension Agents; Northern Attitudes; *Racial Attitudes; *Semantic Differential; Tables (Data)
IDENTIFIERS Northeastern States

ABSTRACT

The study examines attitudes toward blacks of 127 randomly selected county level white 4-H and youth professionals in 12 Northeastern States (a 98 percent response rate). The subjects were randomly divided between one control and one treatment group and administered the Situational Attitude Scale, a racial attitude measurement instrument consisting of 10 bipolar semantic differential scales for each of 10 personal or social situations. The data indicate that the attitudes of white 4-H and youth professionals in the Northeastern Region of the U.S. are different toward blacks than toward whites (confirmed in 18 of the 100 items and 3 of the 10 situations). Support was not found for the four sub-hypotheses: that females have more negative attitudes toward blacks than do males, that older professionals have more negative attitudes toward blacks than do younger professionals, that persons who lived in a primarily rural environment during ages 1 to 10 hold more negative attitudes toward blacks than do those who lived in a primarily urban area during those years, and that persons who are not members of an integrated staff at the professional level hold more negative attitudes toward blacks than do those who are members of an integrated staff. (Author/JR)

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RACIAL ATTITUDES OF ONE GROUP OF ADULT EDUCATORS

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The author is indebted to Dr. Einar R. Ryden, Dr. Larry Douglass and Dr. Clifford Nelson for their support and assistance.

The author is also indebted to the National 4-H Center, the Kellog Foundation and the Federal Extension Service for their assistance.

CE 004682

Presented at the 1975 Adult Education Research Conference, April 16-18, St. Louis, Mo.

STATEMENT OF PROBLEM

In the last decade racially related feelings, attitudes and behaviors have become key issues to many Americans. For some, the racial situation in the United States is beyond understanding. The variety and complexity of the relationships between members of different races is so great that all groups rely on simple generalities in an attempt to reduce the problem to manageable terms. The ultimate racial barrier seems to be discrimination by color.

It is a fact that most, if not all, persons working with federally funded programs are well aware that "no person in the United States shall, on the grounds of race, color or national origin be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance". (12:2)

The Cooperative Extension Service, which in part is a federally funded program, expressed its concern for training in its 1967 policy statement on staff training and development.(4:3) "The effectiveness of educational programs of Extension will depend on the abilities and

skills of its professional staff. Well qualified personnel with the capacity to grow and mature on the job and with the ability to adjust to changing demand are imperative if Extension is to continue to be a vital force in meeting the needs of the people."

To meet these needs today, a major challenge facing the Cooperative Extension Service and its 4-H and Youth Programs is balanced programming, or providing services equally to the citizens regardless of income, race, creed, sex or location of residence. For this task to be accomplished it will require a change in behavior and attitudes toward the minorities by many of those employed by and served by Extension.

It was felt that for Extension 4-H and Youth professionals to meet the requirements of the 1964 Civil Rights Act and to effectively serve their clientele, there must first be developed a "benchmark" to determine what the attitudes of the predominantly white professional staff are toward the black minority. This information would be useful in determining future program direction, training requirements and

staffing needs for this group of adult educators as they work with adult volunteers to carry out the program.

REVIEW OF LITERATURE

There was no research that dealt specifically with the attitudes of white Cooperative Extension Service professionals toward blacks. Considerable attitudinal-behavior research has been accomplished. However, it is difficult if not impossible to claim that attitudes can predict behavior. According to Brigham and Weissback,(1:197) "Attitudes do show a reasonable relation to behavior when. . .other factors are taken into account." This idea was supported by Crespi.(3:333)

Greely and Sheatsley state (5:225) "In any case, no one can measure another person's inner feeling with full confidence." They went on to say, "although a change of attitude does not necessarily predict a change in behavior, it does create a context in which behavioral change becomes possible."

The Shaw and Wright(11:3) definition was used for the purposes of this study. They define attitudes as a "relatively enduring system

of evaluation, affective reaction based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects."

THEORETICAL BASIS

An appropriate theoretical foundation for this research was found in the various homeostatic theories.

Based on the congruity theory and accepting the premise that there is a relationship between attitude and behavior, it was appropriate to theorize that there would be congruency between racial attitudes and integration of staff. Osgood and Tannenbaum stated: (7:302)

> The principle of congruity in human thinking can be stated quite succinctly: 'changes in evaluation are always in the direction of increased congruity with the existing frame of reference.' To make any use of this principle in specific situations, however, it is necessary to elaborate along the following lines: When does the issue of congruity arise? What directions of attitude change are congruent? How much stress is generated

by congruity and how is it distributed among the objects of judgment?

A review of the literature revealed that whites in large cities were more likely to endorse integration than whites in rural areas.(5:15)

When looking at the size of the community in which the subjects grew up, differences again were found with farm people being least positive and those from large cities being more favorable toward proposals for action. (2:125)

Age also appeared to be a factor, with those in the younger groups having a more positive attitude toward blacks. (8)(2)

A study using university students reflected that there was a difference in attitudes of whites toward blacks based on sex (10) with females holding more negative attitudes.

Another study that dealt with adults revealed that "females have more negative attitudes towards their friends becoming engaged to a black than do males." This was significant at .001. (14:23)

STATEMENT OF HYPOTHESIS

Based on previous research the following hypothesis was developed:

Attitudes of county level white professionals from the Northeast Region of the United States were more negative toward blacks than toward whites.

Four sub-hypothese developed were:

(a) Females have more negative attitudes toward blacks than do males.

(b) Older professionals will have more negative attitudes toward blacks than will younger professionals.

(c) Persons who lived in a primarily rural environment during ages one to ten will hold more negative attitudes than those who lived in a primarily urban area during those years.

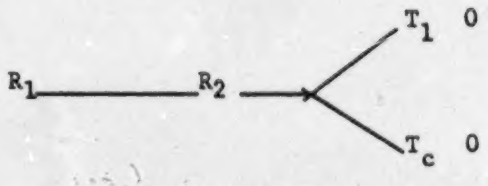
(d) Persons who are not members of an integrated staff at the professional level hold more negative attitudes toward blacks than those who are members of an integrated staff.

POPULATION AND METHODOLOGY

DESIGN - A post-test only control group design was used.

The control group (T_c) was adminstered Form A of the Situational Attitude Scale and the treatment group (T_1) was adminis-

tered Form B.



R_1 = Random selection of subjects from population

R_2 = Random assignment to T_1 or T_c

T_1 = Treatment group receiving Form B of SAS

T_c = Control group receiving Form A of SAS

0 = Results from SAS Forms A and B

SUBJECTS - The population for this study was county level white 4-H and Youth professionals in the Northeast Region of the United States. States included were: West Virginia, Maryland, Delaware, Pennsylvania, New York, New Jersey, Connecticut, Rhode Island, New Hampshire, Vermont, Maine and Massachusetts. A pool of 162 persons were selected from a population of 469 as identified by Federal Extension Service and supplements by States. State 4-H and Youth offices were contacted to verify the correctness of the information for those people identified. Individuals who were black, not assigned at the county level or no longer employed, were removed from the group.

Of those remaining, the first 130 who had been randomly identified were used as the sample. Individuals were assigned to receive Forms A and B on A random basis.

INSTRUMENT - The William E. Sedlacek and Glenwood C. Brooks (9) Situational Attitude Scale (SAS) was used. This racial attitude measurement instrument consisted of ten bipolar semantic differential scales for each of ten personal or social situations, reactions to which might indicate race as a variable. The SAS consisted of one hundred items. Forms A and B were identical, except for the word "black" which was inserted in each situation in Form B. Positive poles were varied randomly to avoid response set. The ten situations were:

SITUATIONS

Form A	Form B
I. A new family moves in next door to you.	A new black family moves in next to you.
II. You read in the paper that a man has raped a woman.	You read in the paper that a black man has raped a white woman.

	Form A	Form B
III.	It is evening and a man appears at your door saying he is selling magazines.	It is evening and a black man appears at your door saying he is selling magazines.
IV.	You are walking down the street alone and must pass a corner where a group of five young men are loitering.	You are walking down the street alone and must pass a corner where a group of five young black men are loitering.
V.	Your best friend has just become engaged.	Your best friend has just become engaged to a black person.
VI.	You are stopped for speeding by a policeman.	You are stopped for speeding by a black policeman.
VII.	A new person joins your social group.	A new black person joins your social group.
VIII.	You see a youngster steal something in a dime store.	You see a black youngster steal something in a dime store.
IX.	Some students on campus stage a demonstration.	Some black students on campus stage a demonstration.
X.	You get on a bus and you are the only person who has to stand.	You get on a bus that has all black people aboard and you are the only person who has to stand.

The instrument was pretested on 395 adults attending 4-H and Youth Leadership Programs at the National 4-H Center. (14) This group included extension professionals, volunteer leaders and staff members of the National 4-H Club Foundation of America. Three hundred fifty-one questionnaires were included in the analysis. The additional forty-four were excluded due to incomplete data or respondents were black. An interpretation of the data, using a two tailed t test with significance at the .05 level, revealed that forty-three of the items were significant. Factor analysis of the data provided a mean communality score as a reliability estimate for Form A of .76 and Form B of .74. (13)

PROCEDURES - The 130 subjects were contacted by telephone to determine their willingness to be involved in the study. At this point, two additional subjects were dropped from the sample and replaced by alternates. One subject had left the Extension Service and the other was out of the country. Information concerning location of residence (rural-urban) during ages one to ten was gathered and subjects were

asked to return the questionnaire as soon as possible. Each questionnaire, answer sheet and cover letter was mailed with a pre-stamped addressed envelope provided for returning the materials.

After SAS materials were returned, response sheets were prepared so that they could be machine read. This process included coding data collected from the telephone interview, data collected from Federal Extension Service printout and from State 4-H and Youth offices (integration of county staff). Scale values assigned were 0 to 4, from A to E respectively. If five or fewer items were left blank on a questionnaire, a median scale value of two was assigned. If more than five items were left blank, the questionnaire was not included in the analysis.

Three questionnaires were returned that were obviously a misinterpretation of the directions. Subjects were again contacted and were asked to complete the questionnaire. Questionnaires were returned on agreement of the subject. Three weeks from the initial mailing of

the questionnaires, 124 of the 130 subjects had responded. A follow-up letter was sent to those not heard from and the importance of their response was re-emphasized. They were again asked to cooperate with the study by completing the questionnaire and returning it as soon as possible. One hundred twenty-seven (98 percent) usable questionnaires were received.

ANALYSIS

Harvey's (6) least squares and maximun likelihood general purpose program for factorial analysis of variance was used in analyzing the data. A factorial analysis design with group, sex, age, residence and integration as main effects and first level interactions with group was developed. All interpretations were made at the .05 level of significance. A comparison of means was made for all significant f tests. The Newman-Keul's test for multiple comparison of means was selected to be used for comparison of more than two means. Table 1 provides statistics for the 127 subjects whose responses were analyzed. Sixty-three subjects in the control group completed Form A of the

TABLE 1. DEMOGRAPHIC DATA FOR WHITE 4-H AND YOUTH PROFESSIONALS FROM THE NORTHEAST REGION OF THE UNITED STATES COMPLETING THE SITUATIONAL ATTITUDE SCALE

Factors	Control (N=63)	Treatment (N=64)
Age		
26 or less	15	10
27 to 36	18	25
37 to 45	15	11
46 plus	15	18
Sex		
Male	34	38
Female	29	26
Integration Of Professional Staff		
Integrated	9	7
Non-Integrated	54	57
Area Of Residence During Ages		
1 to 10	48	50
Rural	15	14
Urban		

situational attitude scale. This form does not include the word black in the ten situations. Sixty-four subjects completed Form B of the situational attitude scale. The word black is included in each of the situations on this form.

INTERPRETATION OF DATA

The main hypothesis was: attitudes of county level white 4-H and Youth professionals from the Northeast Region of the United States are more negative toward blacks than they are toward whites. Data supporting the discussion of this hypothesis can be found in Table 2. A factorial analysis of the 100 items (10 for each situation) was completed. The Table presents a comparison of scores between groups (control-treatment). Age, sex, area of residence during ages one to 10 and integration of professional staff were also included as main effects in the factorial analysis.

Based on group (control - Form A, treatment - Form B), 11 of the 100 items were found to be significant at or above the .01 level (24, 41, 42, 44, 46, 48, 49, 50, 52, 53, 95). An additional seven items

were found to be significant at or above the .05 level (25, 27, 29, 31, 43, 93, 94) these can be found in Table 2. There was interaction with group on 11 items (group X sex 5), (group X residence 2, 4, 16, 22), (group X staff integration 17, 45) and (group X age 13, 29, 44, 52).

For these 29 items and the three situations which were found significant at or above the .05 level, there was a difference in attitudes.

The most significant situation and the one that seemed to create the greatest negative reaction was Situation V, friend becomes engaged. Based on the individual items that were significant in this situation, it can be said that white 4-H and youth professionals in the Northeast Region of the United States are less aggressive, less happy, less tolerant, less complimented, less overjoyed, less excited, have a feeling of less right and are less pleased if their friend becomes engaged to a black. The next situation in which there was a significant difference at the .01 level is Situation III, man selling magazines, subjects

TABLE 2. LEAST SQUARES MEANS, STANDARD ERROR AND F TEST FOR WHITE 4-H AND YOUTH PROFESSIONALS FROM THE NORTHEAST REGION OF THE UNITED STATES COMPLETING THE SITUATIONAL ATTITUDE SCALE (CONTROL - FORM A, TREATMENT - FORM B)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A (N=63) L.S. Mean	S.E.	Treatment - Form B (N=64) L.S. Mean	S.E.	F[b]
	I. NEW FAMILY NEXT DOOR	30.25	1.20	27.94	1.46	1.49
1	good - bad	.90	.18	1.32	.21	2.33
2	safe - unsafe	1.02	.17	1.13	.20	.17
3	angry - not angry	3.60	.18	3.23	.22	1.67
4	friendly - unfriendly	.50	.16	.85	.19	2.01
5	sympathetic - not sympathetic	1.37	.20	1.55	.24	.32
6	nervous - calm	3.13	.22	2.82	.27	.79
7	happy - sad	1.33	.17	1.63	.21	1.26
8	objectionable - acceptable	3.17	.18	3.17	.21	.00
9	desirable - undesirable	1.38	.19	1.62	.23	.65
10	suspicious - trusting	2.84	.19	2.81	.23	.01
	II. MAN RAPED WOMAN	13.20	.76	12.91	.92	.06
11	affection - disgust	3.64	.12	3.75	.15	.38
12	relish - repulsion	3.68	.12	3.76	.15	.18
13	happy - sad	3.76	.12	3.84	.15	.15
14	friendly - hostile	3.36	.15	3.39	.19	.02
15	uninvolved - involved	2.00	.21	1.79	.26	.39
16	hope - hopelessness	2.67	.18	2.54	.22	.22
17	aloof - outraged	2.85	.16	3.11	.20	1.03
18	injure - kill	1.45	.20	1.19	.25	.68
19	safe - fearful	2.34	.21	2.42	.26	.06
20	empathetic - can't understand	2.39	.22	2.36	.27	.01

Situation means are positively reflected. Item means are not.

[b]See Appendix G for Analysis Of Variance Tables.

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TABLE 2. (Continued)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A (N=63) L.S. Mean	S.E.	Treatment - Form B (N=64) L.S. Mean	S.E.	F
	III. MAN SELLING MAGAZINES	15.26	1.00	20.25	1.21	10.11**
21	relaxed - startled	2.37	.20	1.81	.24	3.30
22	receptive - cautious	3.28	.19	2.73	.23	3.31
23	excited - unexcited	2.96	.20	2.40	.25	3.01**
24	glad - angered	2.59	.14	2.01	.16	7.32*
25	pleased - annoyed	3.11	.15	2.52	.18	6.18
26	indifferent - suspicious	2.65	.22	2.06	.26	2.94*
27	tolerable - intolerable	1.95	.20	1.21	.24	5.40
28	afraid - secure	2.10	.18	2.42	.22	1.29*
29	friend - enemy	2.06	.13	1.55	.16	5.75
30	unprotected - protected	2.12	.20	2.13	.24	.00
	IV. CORNER OF LOITERING MEN	19.86	.67	19.12	.81	.49*
31	relaxed - tensed	2.23	.21	2.93	.25	4.63
32	pleased - angered	2.10	.08	2.05	.09	.18
33	superior - inferior	2.20	.10	1.99	.12	1.80
34	smarter - dumber	1.79	.10	1.84	.12	.12
35	whiter - blacker	1.89	.13	1.49	.16	3.81
36	aggressive - passive	2.23	.17	2.34	.20	.17
37	safe - unsafe	1.96	.21	2.51	.25	2.82
38	friendly - unfriendly	1.88	.18	1.94	.22	.05
39	excited - unexcited	1.83	.15	1.64	.18	.63
40	trivial - important	1.86	.18	1.91	.22	.04

** = significant at .01 (1,100 df).

* = significant at .05 (1,100 df).

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TABLE 2. (Continued)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A (N=63) L.S. Mean	Control - Form A (N=63) S.E.	Treatment - Form B (N=64) L.S. Mean	Treatment - Form B (N=64) S.E.	F
	V. FRIEND BECOMES ENGAGED	34.28	1.19	23.89	1.44	30.77**
41	aggressive - passive	1.35	.21	2.49	.25	12.06**
42	happy - sad	.28	.20	1.79	.24	23.15**
43	tolerable - intolerable	.55	.22	1.36	.27	5.42**
44	complimented - insulted	.58	.18	1.87	.22	20.58**
45	angered - overjoyed	3.42	.15	2.03	.19	33.37
46	secure - fearful	.59	.21	.98	.26	1.44
47	hopeful - hopeless	.50	.18	1.01	.22	3.20**
48	excited - unexcited	.47	.17	1.51	.20	15.95**
49	right - wrong	.51	.20	1.65	.24	13.11**
50	disgusting - pleasing	3.68	.17	2.52	.20	19.32**
	VI. STOPPED BY POLICEMAN	23.85	1.13	28.46	1.38	6.69*
51	calm - nervous	2.94	.26	2.41	.31	1.70**
52	trusting - suspicious	1.80	.21	.65	.25	12.55**
53	afraid - safe	1.95	.24	3.11	.30	9.18**
54	friendly - unfriendly	1.37	.20	.80	.25	3.10
55	tolerant - intolerant	1.01	.17	.52	.20	3.44
56	bitter - pleasant	2.43	.22	2.59	.27	.20
57	cooperative - uncooperative	.50	.17	.33	.21	.36
58	acceptive - belligerent	.60	.15	.58	.18	.01
59	inferior - superior	1.76	.14	2.15	.16	3.32
60	smarter - dumber	1.93	.11	1.90	.13	.04

** = significant at .01 (1,100 df).

* = significant at .05 (1,100 df).

020

TABLE 2. (Continued)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A (N=63) L.S. Mean	Control - Form A (N=63) S.E.	Treatment - Form B (N=64) L.S. Mean	Treatment - Form B (N=64) S.E.	F
	VII. PERSON JOINS SOCIAL GROUP	31.49	1.20	31.34	1.46	.01
61	warm - cold	.57	.16	.73	.20	.38
62	sad - happy	3.06	.18	3.08	.22	.01
63	superior - inferior	1.93	.06	1.99	.08	.46
64	threatened - neutral	3.46	.16	3.62	.19	.42
65	pleased - displeased	.58	.16	.72	.20	.31
66	understanding - indifferent	.42	.19	.70	.23	.89
67	suspicious - trusting	3.27	.16	3.39	.20	.22
68	disappointed - elated	2.85	.15	2.46	.19	2.60
69	favorable - unfavorable	.60	.17	.48	.21	.19
70	uncomfortable - comfortable	2.95	.20	3.40	.24	2.12
	VIII. YOUNGSTER STEALS	22.51	.83	23.68	1.00	.80
71	surprising - not surprising	1.92	.26	1.64	.32	.44
72	sad - happy	.30	.13	.42	.16	.34
73	disinterested - interested	3.13	.18	3.33	.22	.51
74	close - distant	1.66	.19	1.85	.23	.39
75	understandable - baffling	2.04	.24	2.17	.29	.12
76	responsible - not responsible	1.84	.22	1.67	.26	.25
77	concerned - unconcerned	.63	.12	.49	.14	.56
78	sympathy - indifference	1.18	.17	1.21	.21	.01
79	expected - unexpected	2.09	.20	2.31	.24	.53
80	hopeful - hopeless	1.82	.19	1.70	.23	.16
	IX. CAMPUS DEMONSTRATION	18.60	1.22	16.39	1.48	1.32
81	bad - good	2.03	.20	1.55	.25	2.29
82	understanding - indifferent	1.78	.19	1.90	.23	.67
83	suspicious - trusting	1.82	.18	1.60	.22	.64
84	safe - unsafe	2.06	.21	1.92	.26	.17

021

TABLE 2. (Continued)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A (N=63) L.S. Mean	S.E.	Treatment - Form B (N=64) L.S. Mean	S.E.	F
85	disturbed - undisturbed	1.41	.22	.89	.26	2.36
86	justified - unjustified	1.92	.16	1.93	.19	.00
87	tense - calm	1.84	.22	1.90	.26	.03
88	hate - love	2.06	.10	1.98	.13	.18
89	wrong - right	2.01	.18	1.48	.21	3.58
90	humorous - serious	2.81	.16	3.25	.19	3.12
	X. ONLY PERSON STANDING	29.07	1.40	24.82	1.70	3.69
91	fearful - secure	3.15	.22	2.49	.27	3.55
92	tolerable - intolerable	.58	.18	.70	.21	.16
93	hostile - indifferent	3.53	.18	2.90	.22	4.78*
94	important - trivial	3.40	.20	2.69	.25	4.81**
95	conspicuous - inconspicuous	1.82	.23	.77	.28	8.03
96	calm - anxious	1.20	.24	1.57	.29	1.01
97	indignant - understanding	3.26	.19	2.73	.23	3.31
98	comfortable - uncomfortable	2.02	.25	1.99	.30	.00
99	hate - love	2.32	.12	2.31	.14	.00
100	not resentful - resentful	.61	.21	.81	.25	.38

* = significant at .05 (1,100 df).

** = significant at .01 (1,100 df).

NOTE: Scale A to E (numerical equivalent - 0 to 4).

0222

were less angered, less annoyed, more tolerable and more friendly if the salesman was black. The third situation in which there was significant difference at the .05 level was Situation VI, stopped by policeman. In this situation, the subjects were more trusting and more safe if the policeman was black.

Sedlacek and Brooks (9:7), who also had similar findings in relation to Situations VI and III, concluded that these situations showed less intimacy of contact and that the roles depicted were also service roles. They pointed out, ". . .the concept of white viewing blacks as appropriately filling service roles in society is a well documented stereotype". Based on this reasoning, it can be concluded that a difference in either direction in these two situations is, in fact, also an unfavorable attitude toward blacks.

Although Situation X did not reach the .05 level of significance, it is significant at .20 or above and deserves attention. Three items in this situation, you get on bus (that has all black people aboard) and you are the only person who has to stand, were significant at or above

the .05 level. In this situation, if white subjects were standing in a bus filled with blacks, they felt less ~~different~~ indifferent, less trivial and more conspicuous. This situation is representative of the kinds of situations in which white professionals find themselves while servicing predominantly black areas. It appears that additional research dealing with attitudes toward situations related to working in black communities is needed.

Although Situation IV, you are walking down the street alone and must pass a corner where a group of five young (black) men are loitering, was not significant, one item indicated that subjects felt more tense if the loitering men were black. Five additional situations were nonsignificant and no items were significant in any of the situations. These situations were: I. A (new/black) family moves next door to you. II. You read in the paper that a (black) man has raped a (white) woman, VII. A new (black) person joins your social group, VIII. You see a (black) youngster steal something in a dime store and IX. some (black) students on campus

stage a demonstration.

Based on these results, it was concluded that at the .05 level of significance attitudes of white 4-H and youth professionals in the Northeast Region of the United States are different toward blacks in eighteen of the one hundred items and three of the ten situations. The major hypothesis was supported in reference to Situations III, V, and VI. The remaining seven situations did not support the major hypothesis.

SUB-HYPOTHESE

Sub-hypothesis a, females have more negative attitudes toward blacks than males, was not supported.

Sub-hypothesis b, older professionals have more negative attitudes toward blacks than younger professionals, was not supported. None of the ten situations, based on the four classifications of age (26 or less, 27 to 36, 37 to 45 and 46 plus) were significant at the .05 level.

Subhypothesis c, persons who lived in a primarily rural environment during ages one to 10 will hold more negative attitudes toward blacks than those who lived in a primarily urban area during those years, was also not supported.

Subhypothesis d, persons who are not members of an integrated staff at the professional level hold more negative attitudes toward blacks than those who are integrated, was not supported. Table 3 reveals that Situation II was, in fact, a reversal of the hypothesis. In this situation, you read in the paper that a (black) man has raped a (white) woman, those persons who were members of an integrated staff reacted more negatively if the man was black while those persons who were not members of an integrated staff reacted less negatively if the man was black. It can be observed in the same table the Situation V, your best friend has just become engaged (to a black person), was significant at the .10 level. In this situation, it can be observed that those persons who were members of an integrated staff reacted more negatively to their friend becoming engaged to a black than those persons

TABLE 3. LEAST SQUARES MEANS, STANDARD ERROR AND F TEST FOR STAFF INTEGRATION (INTEGRATED - NOT INTEGRATED) INTERACTION WITH GROUP (CONTROL - TREATMENT)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A L.S. Mean	Control - Form A S.E.	Treatment - Form B L.S. Mean	Treatment - Form B S.E.	F[b]
I.	NEW FAMILY NEXT DOOR					.16
	Integrated[c]	30.25	2.12	27.26	2.51	
	Not Integrated[d]	30.25	.97	28.62	1.03	
II.	MAN RAPED WOMAN					5.61*
	Integrated	14.44	1.34	11.64	1.59	
	Not Integrated	11.96	.61	14.18	.65	
III.	MAN SELLING MAGAZINES					.09
	Integrated	16.19	1.76	21.60	2.08	
	Not Integrated	14.32	.80	18.90	.85	
IV.	CORNER OF LOITERING MEN					.71
	Integrated	19.82	1.18	18.30	1.39	
	Not Integrated	19.90	.54	19.95	.57	

[b] 1 and 100 degrees of freedom, F significant at .05 = 3.94, at .01 = 6.90.

[c] N for control = 9, N for treatment = 7.

[d] N for control = 54, N for treatment = 57.

*(1,100 df) significant at .05.

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TABLE . (Continued)

Item Number	Situations / Bipolar Adjective Dimension	Control - Form A L.S. Mean	Control - Form A S.E.	Treatment - Form B L.S. Mean	Treatment - Form B S.E.	F
V.	FRIEND BECOMES ENGAGED					3.29
	Integrated	35.92	2.10	22.53	2.48	
	Not Integrated	32.63	.96	25.25	1.02	
VI.	STOPPED BY POLICEMAN					.12
	Integrated	24.88	2.00	28.93	2.36	
	Not Integrated	22.81	.91	27.97	.97	
VII.	PERSON JOINS SOCIAL GROUP					.17
	Integrated	31.43	2.11	31.98	2.50	
	Not Integrated	31.55	.96	30.70	1.02	
VIII.	YOUNGSTER STEALS					1.56
	Integrated	22.25	1.46	24.86	1.73	
	Not Integrated	22.77	.66	22.49	.71	
IX.	CAMPUS DEMONSTRATION					.14
	Integrated	18.30	2.16	15.46	2.55	
	Not Integrated	18.89	.98	17.32	1.04	
X.	ONLY PERSON STANDING					.20
	Integrated	29.63	2.48	24.51	2.93	
	Not Integrated	28.50	1.13	25.14	1.20	

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who were not members of an integrated staff. However, both groups reacted in a negative direction. Staff integration appears to deserve additional research efforts to determine if the one situation in 10 that was significant at the .05 level was, in fact, significant or due to chance.

DISCUSSION

For this group of adult educators there is in fact a difference in attitudes towards blacks and whites in some similar situations. At this time it can only be hypothesized that similar results would be found with other white adult educators.

As educators we must individually, and as members of organizations responsible for teaching, honestly survey our attitude toward, and behavior with, minority groups.

Our behavior must lead toward solutions to society's racial problems, and not contribute to them.

To effectively accomplish this will require additional racial attitude and behavior research.

The development of programs and techniques that will allow individuals to come to grips with their attitudes and to make necessary modification in attitudes and behavior must be accomplished.

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